



# Glenwood High School

# Year 12 2024

## *Assessment Schedules*

- The assessment schedules are in alphabetical order and include both **Board Developed Courses** and **Board/Content Endorsed Courses**.
- Each course assessment schedule indicates the **task type and weighting, along with the relevant syllabus outcomes, course components and due date** (Term and Week).
- Often a number of **outcomes** can be addressed by a single task.
- Not all **outcomes** are assessed with each task.
- Any **variations** to an assessment schedule for a course will be provided by the class teacher in writing with two weeks notice of a change. Changes will also be made to this document, with a list of such changes outlined in the table that follows.
- For **further information** on assessment schedules for specific courses, contact the **class teacher** or **head teacher** of the **subject**.
- **Please note** – NESAs advised in August 2021 that schools will continue to have the flexibility to decide on the number, type and weighting of school-based assessments for HSC students in 2024, due to the impact of COVID-19. As such, there will be some variation to the prescribed assessment requirements set by NESAs for HSC subjects which are outlined in their Assessment and Reporting documents.

## Variations to assessment schedules

<b>Subject</b>	<b>Date of change</b>	<b>Details of change</b>
Business Studies	10/11/2023	Change of due date for Task 1.
Software Design and Development (SDD)	09/02/2024	Change of Task Name for Task 2, change of due date and weightings for Task 2 and 3
English Studies	19/02/2024	Change of due date for Task 1
Legal studies	19/02/2024	Change of due date for Task 2
French Beginners	19/02/2024	Change of due date for Task 1
PDHPE	19/02/2024	Change of due date for Task 1
Biology	21/02/2024	Change of due date for Task 2
Food technology	26/02/2024	Change of due date for Task 1
English Extension 2	07/03/2024	Change of due date for Task 3
Mathematics Standard 2	07/03/2024	Addition of outcomes for Task 2
English Standard	14/03/2024	Change of due date for Task 1
Studies of Religion II	27/03/2024	Change of due date for Task 3
English Advanced	27/03/2024	Change of due date for Task 3
Physics	27/05/2024	Change of task name for Task 3
Chemistry	04/06/2024	Change of outcome for Task 3
Economics	07/06/2024	Change of date for Task 3

# Ancient History

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core – Research task and response	Society Research Task	Personality – Historical Analysis	HSC Trial Examination
		Date	Term 4, Week 8	Term 1, Week 7	Term 2, Week 6	Term 3, Week 1-2
		Outcomes	AH12-6, AH12-9, AH12-10	AH12-3, AH12-7	AH12-4, AH12-6, AH12-8	AH12-1, AH12-5
<i>Knowledge and understanding of course content</i>	40		5	10	10	20
<i>Historical skills in the analysis and evaluation of sources and interpretations</i>	20		5			10
<i>Historical inquiry and research</i>	20		10	5	5	
<i>Communication of historical understanding in appropriate forms</i>	20		5	10	10	
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>AH12-1</b>	Accounts for the nature of continuity and change in the ancient world.				✓
<b>AH12-2</b>	Proposes arguments about the varying causes and effects of events and developments.			✓	
<b>AH12-3</b>	Evaluates the role of historical features, individuals and groups in shaping the past.		✓		
<b>AH12-4</b>	Analyses the different perspectives of individuals and groups in their historical contexts.			✓	✓
<b>AH12-5</b>	Assesses the significance of historical features, people, places, events and developments of the ancient world.				✓
<b>AH12-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument.	✓			
<b>AH12-7</b>	Discusses and evaluates differing interpretations and representations.		✓		
<b>AH12-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources	✓			
<b>AH12-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms			✓	
<b>AH12-10</b>	Analyses issues relating to the ownership, custodianship and conversation of the ancient past.		✓		

# Biology

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Modelling	Depth Study	Working Scientifically	Trial Examination
		Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 5	Term 3, Weeks 1-2
		Outcomes	12-3, 12-4, 12- 6, 12-7, 12-12	12-1, 12- 4, 12-7, 12-13	12-2, 12-5, 12-6, 12-12, 12-13, 12-14	12-1, 12-2, 12-5-12-7, 12-12 – 12-15
<i>Knowledge and understanding</i>	40		5	5	10	20
<i>Skills in working scientifically</i>	60		10	20	15	15
<b>TOTAL</b>	<b>100</b>		<b>15</b>	<b>25</b>	<b>25</b>	<b>35</b>

## Outcomes

		Task 1	Task 2	Task 3	Task 4
<b>BIO12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation		✓		✓
<b>BIO12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information			✓	✓
<b>BIO12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information	✓			
<b>BIO12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓	✓		
<b>BIO12-5</b>	Analyses and evaluates primary and secondary data and information		✓	✓	✓
<b>BIO12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓	✓	✓	✓
<b>BIO12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose	✓	✓		✓
<b>BIO12-12</b>	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species	✓		✓	✓
<b>BIO12-13</b>	Explains natural genetic change and the use of genetic technologies to induce genetic change		✓	✓	✓
<b>BIO12-14</b>	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system			✓	✓
<b>BIO12-15</b>	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease				✓

## Business Studies

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Operations – Topic Test	Finance – Topic Test	Marketing – Extended Response	Trial Examination
		Date	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	4, 7	5, 8, 10	6, 7, 8	1, 2, 3, 9
<i>Knowledge and understanding of course content</i>	40		10	10	5	15
<i>Stimulus-based skills</i>	20			10		10
<i>Inquiry and research</i>	20		10		10	
<i>Communication of business information, ideas and issues in appropriate forms</i>	20		5	5	5	5
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1	Critically analyses the role of business in Australia and globally				✓
H2	Evaluates management strategies in response to changes in internal and external influences				✓
H3	Discusses the social and ethical responsibilities of management				✓
H4	Analyses business functions and processes in large and global businesses	✓			
H5	Explains management strategies and their impact on businesses		✓		
H6	Evaluates the effectiveness of management in the performance of businesses			✓	
H7	Plans and conducts investigations into contemporary business issues	✓		✓	
H8	Organises and evaluates information for actual and hypothetical business situations		✓	✓	
H9	Communicates business information, issues and concepts in appropriate formats				✓
H10	Applies mathematical concepts appropriately in business situations		✓		

# Chemistry

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Depth Study	Half Yearly Examination	Practical Investigation	Trial Examination
		Date	Term 4, Week 7	Term 1, Week 8	Term 2, Week 6/7	Term 3, Weeks 1-2
		Outcomes	12-1, 12-4, 12-5, 12-7, 12-12	12-3, 12-4, 12-6, 12-12, 12-13	12-2, 12-3, 12-5, 12-7, 12-14	12-2, 12-4, 12-5, 12-12 – 12-14
<i>Knowledge and understanding</i>	40		10	10	5	15
<i>Skills in working scientifically</i>	60		15	10	15	20
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>20</b>	<b>35</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation	✓			
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information			✓	✓
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information		✓	✓	
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓	✓		✓
CH11/12-5	Analyses and evaluates primary and secondary data and information	✓			✓
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		✓		
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose	✓		✓	
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems	✓	✓		✓
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models		✓	✓	✓
CH12-14	Analyses the structure of, and predicts reactions involving, carbon compounds			✓	✓
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes				

# Community and Family Studies

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Independent Research Project	Investigation – Social Impact and Technologies	Case Study – Parenting and Caring	Trial Examination
		Date	Term 4, Week 10	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 1-2
		Outcomes	4.1, 4.2	2.3, 3.4, 6.2	3.2, 3.4, 5.1, 5.2	1.1, 2.2, 2.3, 5.2
<i>Knowledge and understanding of course content</i>	40		5	10	10	15
<i>Skills in critical thinking, research methodology, analysing and communicating</i>	60		15	15	15	15
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities				✓
H2.1	Analyses different approached to parenting and caring relationships				
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities				✓
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing		✓		✓
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups				
H3.2	Evaluates networks available to individuals, groups and families within communities			✓	
H3.3	Critically analyses the role of policy and community structures in supporting diversity				
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities		✓	✓	
H4.1	Justifies and applies appropriate research methodologies	✓			
H4.2	Communicates ideas, debates issues and justifies opinions	✓			
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources			✓	
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments			✓	✓
H6.1	Analyses how the empowerment of women and men influences the way they function within society				
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments		✓		

# Dance

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core Performance Core Appreciation <i>Core Performance – Dance including process diary and informal interview</i> <i>Core Appreciation – Written in-class essay</i>	Core Composition, Major Working Progress <i>Core Composition – Dance including process diary with formal rationale and interview</i> <i>Major Working Progress – includes process diary</i>	Practical Examination <i>Submission of Core Performance, Core Composition, Major Study. Includes formal rationales, process diary and interview.</i>	Appreciation Trial Examination <i>Written Core Appreciation Examination</i>
		Date	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 1-2
		Outcomes	2.1 – 2.3, 4.2, 4.3	1.2, 3.1 – 3.4*	2.1 – 3.4	4.1 – 4.5
<i>Performance</i>	20		10		10	
<i>Composition</i>	20			10	10	
<i>Appreciation</i>	20		10			10
<i>Major Study</i>	40			20	20	
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>30</b>	<b>40</b>	<b>10</b>

## Outcomes

		Task 1	Task 2	Task 3	Task 4
<b>H1.1</b>	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form				
<b>H1.2</b>	Performs, composes and appreciates dance as an artform		✓		
<b>H1.3</b>	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing				
<b>H1.4</b>	Acknowledges and appreciates the relationship of dance and other media				
<b>H2.1</b>	Understands performance quality, interpretation and style relating to dance performance	✓		✓	
<b>H2.2</b>	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practice	✓		✓	
<b>H2.3</b>	Values the diversity of dance performance	✓		✓	
<b>H3.1</b>	Identifies and selects the appropriate elements of composition/choreography in a response to a specific concept/intent		✓	✓	
<b>H3.2</b>	Demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent		✓	✓	
<b>H3.3</b>	Recognises and values the role of dance in achieving individual expression		✓	✓	
<b>H3.4</b>	Explores, applies and demonstrates the combines use of compositional principles and technological skills in a personal style in response to a specific concept/intent		✓	✓	
<b>H4.1</b>	Understands the concept of differing artistic, social and cultural contexts of dance				✓

\*Teacher will set the appropriate outcomes based on the Major option selected by each student.

*Dance outcomes continued on following page.*



## Dance (continued)

*Dance outcomes continued from previous page.*

<b>Outcomes</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>H4.2</b>	Recognises, analyses and evaluates the distinguishing features of major dance works	✓		✓	✓
<b>H4.3</b>	Utilises the skills of research and analysis to examine dance as an artform	✓		✓	✓
<b>H4.4</b>	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance		✓		✓
<b>H4.5</b>	Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation				✓

# Earth and Environmental Science

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Depth Study	Half-Yearly Examination	First-Hand Investigation	Trial Examination
		Date	Term 1, Week 8	Term 2, Week 1	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	11/12-1, 11/12-3, 11/12-5 – 11/12-7, 12-14	11/12-5 – 11/12-7, 12-12	11/12-1 – 11/12-5, 11/12-7, 12-15	11/12-1, 11/12-6, 12-12 – 12-15
<i>Knowledge and understanding</i>	40		5	10	5	20
<i>Skills in working scientifically</i>	60		15	15	20	10
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>EES11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation	✓		✓	✓
<b>EES11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information			✓	
<b>EES11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information	✓		✓	
<b>EES11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			✓	
<b>EES11/12-5</b>	Analyses and evaluates primary and secondary data and information	✓	✓	✓	
<b>EES11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓	✓		✓
<b>EES11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose	✓	✓	✓	
<b>EES12-12</b>	Describes and evaluates the models that show the structure and development of the Earth over its history		✓		✓
<b>EES12-13</b>	Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems				✓
<b>EES12-14</b>	Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate	✓			✓
<b>EES12-15</b>	Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems			✓	✓

# Economics

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Case Study Report	Extended Response	Extended Response	Trial Examination
		Date	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	9, 10	1, 4	5, 6, 7	2, 8, 11
<i>Knowledge and understanding</i>	40		10	10	10	10
<i>Stimulus-based skills</i>	20			5	5	10
<i>Inquiry and research</i>	20		10		5	5
<i>Communication of economic information, ideas and issues in appropriate forms</i>	20		5	5	5	5
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1	Demonstrates understanding of economic terms, concepts and relationships		✓		
H2	Analyses the economic role of individuals, firms, institutions and governments				✓
H3	Explains the roles of markets within the global economy				
H4	Analyses the impact of global markets on the Australian and global economies		✓		
H5	Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts			✓	
H6	Analyses the impact of economic policies in theoretical and contemporary Australian contexts			✓	
H7	Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments			✓	
H8	Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts				✓
H9	Selects and organises information from a variety of sources for relevance and reliability	✓			
H10	Communicates economic information, ideas and issues in appropriate forms	✓			
H11	Applies mathematical concepts in economic contexts				✓
H12	Works independently and in groups to achieve appropriate goals in set timelines				

# Engineering Studies

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Civil Structures Engineering Report*	Transport Topic Test	Aeronautical Engineering Report* and Presentation	Trial Examination
		Date	Term 4, Week 9	Term 1, Week 5	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	2.1, 3.2, 4.1, 4.2, 6.2	1.1, 2.1 – 3.1, 3.3	1.2, 3.1 – 3.3, 5.1 – 6.1	1.2, 2.1, 3.1, 3.3, 4.2, 4.3
<i>Knowledge and understanding of course content</i>	60		10	15	15	20
<i>Knowledge and skills in research, problem solving and communication related to engineering practice</i>	40		15	5	10	10
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
1.1	Describes the scope of engineering and critically analyses current innovations		✓		
1.2	Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications			✓	✓
2.1	Determines suitable properties, uses and applications of materials, components and processes in engineering	✓	✓		✓
2.2	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society		✓		
3.1	Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice		✓	✓	✓
3.2	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports	✓		✓	
3.3	Develops and uses specialised techniques in the application of graphics as a communication tool		✓	✓	✓
4.1	Investigates the extent of technological change in engineering	✓			
4.2	Applies knowledge of history and technological change to engineering-based problems	✓			✓
4.3	Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems				✓
5.1	Works individually and in teams to solve specific engineering problems and prepare engineering reports			✓	
5.2	Selects and uses appropriate management and planning skills related to engineering			✓	
6.1	Demonstrates skills in research and problem-solving related to engineering			✓	
6.2	Demonstrates skills in analysis, synthesis and experimentation related to engineering	✓			

\*Mandatory task

# English Advanced

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Critical Writing	Critical Response	Craft of Writing Multimodal Reflection	Trial Examination
		Date	Term 4, Week 9	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	12-1, 12-3, 12-6, 12-7	12-3, 12-7, 12-8	12-1, 12-2, 12-5, 12-9	12-3, 12-4, 12-6
<i>Knowledge and understanding of course content</i>	50		12.5	12.5	10	15
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	50		12.5	12.5	10	15
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>EA12-1</b>	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	✓		✓	
<b>EA12-2</b>	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies			✓	
<b>EA12-3</b>	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning	✓	✓		✓
<b>EA12-4</b>	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts				✓
<b>EA12-5</b>	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments			✓	
<b>EA12-6</b>	Investigates and evaluates the relationships between texts	✓			✓
<b>EA12-7</b>	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued	✓	✓		
<b>EA12-8</b>	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on learning		✓		
<b>EA12-9</b>	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner			✓	

# English Extension 1

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Imaginative Response and Reflection	Critical Response with related text	Trial Examination
		Date	Term 4, Week 10	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	12-2, 12-3, 12-5	12-1 – 12-4	12-2 – 12-4
<i>Knowledge and understanding of course content</i>	50		15	20	15
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	50		15	20	15
<b>TOTAL</b>	<b>100</b>		<b>30</b>	<b>40</b>	<b>30</b>

### Outcomes

Outcomes		Task 1	Task 2	Task 3
EE12-1	A student demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies		✓	
EE12-2	A student analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts	✓	✓	✓
EE12-3	A student independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts	✓	✓	✓
EE12-4	A student critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts		✓	✓
EE12-5	A student reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes	✓		

## English Extension 2

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	Viva Voce <i>Statement of intent</i> <i>Journal submission</i> <i>1000-word submission</i>	Literature Review <i>Review (up to 1200 words)</i> <i>Journal submission</i>	Critique of the Creative Process (1000 words) <i>Reflection statement (monitor)</i> <i>Journal submission (monitor)</i>
		Date	Term 4, Week 9	Term 1, Week 6	Term 2, Week 5
		Outcomes	12-3 – 12-5	12-1, 12-3 – 12-5	12-1 – 12-3, 12-5
<i>Skills in extensive independent research</i>	50		15	20	15
<i>Skills in sustained composition</i>	50		15	20	15
<b>TOTAL</b>	<b>100</b>		<b>30</b>	<b>40</b>	<b>30</b>

### Outcomes

Outcomes		Task 1	Task 2	Task 3
EEX12-1	A student demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology		✓	✓
EEX12-2	A student strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context			✓
EEX12-3	A student applies knowledge, understanding and insight, refined through analysis, interpretations, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition	✓	✓	✓
EEX12-4	A student undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a signification situation, event or ideas	✓	✓	
EEX12-5	A student reflects on and evaluates the composition process and the effectiveness of their own published composition	✓	✓	✓

**NB: Final submission of Major Work, Reflection Statement and Journal are due Term 2, Week 7**

*The external examination will consist of a Major Work worth 40 marks and a Reflection Statement worth 10 marks.*

# English Standard

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Multimodal Presentation	Critical Response	Craft of Writing Task	Trial Examination
		Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	12-2, 12-3, 12-8	12-1, 12-3, 12-7	12-4, 12-5, 12-9	12-3, 12-5, 12-6
<i>Knowledge and understanding of course content</i>	50		15	10	10	15
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	50		10	15	10	15
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
EN12-1	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure		✓		
EN12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	✓			
EN12-3	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning	✓	✓		✓
EN12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts			✓	
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments			✓	✓
EN12-6	Investigates and explains the relationships between texts				✓
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds		✓		
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning	✓			
EN12-9	Reflects on assesses and monitors own learning and refines individual and collaborative processes as an independent learner			✓	



## English Studies

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Viewing Task – Scene Analysis	Multimodal Task	Portfolio Submission	Trial Examination
		Date	Term 1, Week 4	Term 2, Week 2	Term 3, Week 3	Term 3, Weeks 1-2
		Outcomes	12-2, 12-3	12-2, 12-8	12-4 – 12-7, 12-10	12-1, 12-4
<i>Knowledge and understanding of course content</i>	50		10	10	20	10
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	50		10	10	20	10
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>ES12-1</b>	Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary and texts from academic, community, workplace and social contexts for a range of purposes				✓
<b>ES12-2</b>	Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts	✓	✓		
<b>ES12-3</b>	Accesses, comprehends and uses information to communicate in a variety of ways	✓			
<b>ES12-4</b>	Composes proficient texts in different forms			✓	✓
<b>ES12-5</b>	Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences			✓	
<b>ES12-6</b>	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes			✓	
<b>ES12-7</b>	Represents own ideas in critical, interpretive and imaginative texts			✓	
<b>ES12-8</b>	Understanding and explains the relationship between texts		✓		
<b>ES12-9</b>	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which may influence, engage and persuade different audiences				
<b>ES12-10</b>	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner			✓	

# Food Technology

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Australian Food Industry Research Report	Food Manufacture – Research and Practical	Food Product Development – Research and Practical	Trial Examination
		Date	Term 4, Week 8	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	1.2, 1.4, 3.1	1.1, 4.2	1.3, 2.1, 3.2, 4.1, 5.1	1.1 – 2.1
<i>Knowledge and understanding of course content</i>	40		5		5	30
<i>Knowledge and skills in designing, researching, analysing and evaluating</i>	30		15	10	5	
<i>Skills in experimenting with and preparing food by applying theoretical concepts</i>	30			15	15	
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1.1	Explains manufacturing processes and technologies used in the production of food products		✓		✓
H1.2	Examines the nature and extend of the Australian food industry	✓			✓
H1.3	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations			✓	✓
H1.4	Evaluates the impact of food manufacture on the individual, society and environment	✓			✓
H2.1	Evaluates the relationship between food, its production, consumption, promotion and health			✓	✓
H3.1	Investigates operations of one organisation within the Australian food industry	✓			
H3.2	Independently investigates contemporary food issues			✓	
H4.1	Develops, prepares and presents food using product development processes			✓	
H4.2	Applies principles of food preservation to extend the life of food and maintain safety		✓		
H5.1	Develops, realises and evaluates solutions to a range of food situations			✓	

## French Beginners

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Listening and Reading	Reading, Speaking, and Writing	Trial Examination	Speaking
		Date	Term 4, Week 11	Term 1, Week 9	Term 3, Weeks 1-2	Term 3, Weeks 4-5
		Outcomes	2.1 – 2.5	1.1 – 1.3, 2.1 – 2.5, 3.1 – 3.3	2.1 – 3.4	1.1 – 1.4
<i>Listening</i>	30		15	5	10	
<i>Speaking</i>	20			5		15
<i>Reading</i>	30		10	10	10	
<i>Writing</i>	20			10	10	
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>30</b>	<b>30</b>	<b>15</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>H1.1</b>	Establishes and maintains communication in French		✓		✓
<b>H1.2</b>	Manipulates linguistic structures to express ideas effectively in French		✓		✓
<b>H1.3</b>	Sequences ideas and information		✓		✓
<b>H1.4</b>	Applies knowledge of the culture of French-speaking communities to interact appropriately				✓
<b>H2.1</b>	Understands and interprets information in texts using a wide range of strategies	✓	✓	✓	
<b>H2.2</b>	Conveys the gist of and identifies specific information in texts	✓	✓	✓	
<b>H2.3</b>	Summarises the main points of a text	✓	✓	✓	
<b>H2.4</b>	Draws conclusion from or justifies an opinion about a text	✓	✓	✓	
<b>H2.5</b>	Identifies the purpose, context and audience of a text	✓	✓	✓	
<b>H2.6</b>	Identifies and explains aspects of the culture of French-speaking communities in texts			✓	
<b>H3.1</b>	Produces texts appropriate to the audience, purpose and context		✓	✓	
<b>H3.2</b>	Structures and sequences ideas and information		✓	✓	
<b>H3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in French		✓	✓	
<b>H3.4</b>	Applies knowledge of the culture of French-speaking communities to the production of texts			✓	

## History Extension

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3
		Task Name	History Project – Historical Process	History Project – Essay	Trial Examination
		Date	Term 1, Week 6	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	12-1, 12-2, 12-4	12-1 – 12-4	12-1, 12-3, 12-4
<i>Knowledge and understanding of significant historical ideas and processes</i>	40		10	10	20
<i>Skills in designing, undertaking and communicating historical inquiry and analysis</i>	60		20	30	10
<b>TOTAL</b>	<b>100</b>		<b>30</b>	<b>40</b>	<b>30</b>

### Outcomes

		Task 1	Task 2	Task 3
<b>HE12-1</b>	Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations	✓	✓	✓
<b>HE12-2</b>	Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches	✓	✓	
<b>HE12-3</b>	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues		✓	✓
<b>HE12-4</b>	Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions	✓	✓	✓

## Industrial Technology – Graphics, Metal, Multimedia, Timber

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Major Project Proposal	Skills Task	Industrial Study Report	Trial Examination
		Date	Term 4, Week 5	Term 1, Week 3	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	3.1, 3.2, 3.3, 4.2, 5.1, 5.2	21, 4.1, 4.3, 5.1, 6.1	1.1, 1.2, 1.3, 3.2, 7.1, 7.2	1.1, 1.2, 2.1, 3.1, 4.3, 6.1, 6.2, 7.1, 7.2
<i>Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area</i>	40				25	15
<i>Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project</i>	60		20	25		15
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

### Outcomes

		Task 1	Task 2	Task 3	Task 4
1.1	Investigates industry through the study of businesses in one focus areas			✓	✓
1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry			✓	✓
1.3	Identifies important historical developments in the focus area industry		✓	✓	
2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques				✓
3.1	Demonstrates skills in sketching, producing and interpreting drawings	✓			✓
3.2	Selects and applies appropriate research and problem-solving skills	✓		✓	
3.3	Applies and justifies design principles through the production of a Major Project	✓			
4.1	Demonstrates competency in a range of practical skills appropriate to the Major Project		✓		

*Industrial Technology – Graphics, Metal, Multimedia, Timber outcomes continued on following page.*

## Industrial Technology – Graphics, Metal, Multimedia, Timber (continued)

*Industrial Technology – Graphics, Metal, Multimedia, Timber outcomes continued from previous page.*

<b>Outcomes</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>4.2</b>	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills	✓			
<b>4.3</b>	Critically applies knowledge and skills related to properties and characteristics of materials/components		✓		✓
<b>5.1</b>	Selects and uses communication and information processing skills	✓	✓		
<b>5.2</b>	Examines and applies appropriate documentation techniques to project management	✓			
<b>6.1</b>	Evaluates the characteristics of quality manufactured products		✓		✓
<b>6.2</b>	Applies the principles of quality and quality control				✓
<b>7.1</b>	Explains the impact of the focus area industry on the social and physical environment			✓	✓
<b>7.2</b>	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment			✓	✓

## Information, Processes and Technology (IPT)

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Multimedia Individual Project	Information Systems and Database Individual Project	Automated Manufacturing Systems Group Project	Trial Examination
		Date	Term 1, Week 2	Term 1, Week 10	Term 2, Weeks 8	Term 3, Weeks 1-2
		Outcomes	1.1, 2.2, 5.1, 6.1-7.2	1.1, 2.2, 5.2 – 6.2	1.1 - 2.2, 3.2	1.1 – 2.1, 3.2, 4.1
<i>Knowledge and understanding of course content</i>	60		10	10	15	25
<i>Knowledge and skills in the design and development of information systems</i>	40		10	15	15	
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>

### Outcomes

		Task 1	Task 2	Task 3	Task 4
<b>H1.1</b>	Applies and explains an understanding of the nature and function of information technologies to a specific practical situation	✓	✓	✓	✓
<b>H1.2</b>	Explains and justifies the way in which information systems relate to information processes in a specific context			✓	✓
<b>H2.1</b>	Analyses and describes a system in terms of the information processes involved			✓	✓
<b>H2.2</b>	Develops and explains solutions for an identified need which address all of the information processes	✓	✓	✓	
<b>H3.1</b>	Evaluates and discusses the effect of information systems on the individual, society and the environment				
<b>H3.2</b>	Demonstrates and explains ethical practice in the use of information systems, technologies and processes			✓	✓
<b>H4.1</b>	Proposes and justifies ways in which information systems will meet emerging needs				✓
<b>H5.1</b>	Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects	✓			
<b>H5.2</b>	Assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices		✓		
<b>H6.1</b>	Analyses situations, identifies needs, proposes and then develops solutions	✓	✓		
<b>H6.2</b>	Selects, justifies and applies methodical approaches to planning, designing or implementing solutions	✓	✓		
<b>H7.1</b>	Implements and explains effective management techniques	✓			
<b>H7.2</b>	Uses methods to thoroughly document the development of individual and team projects	✓			

# Investigating Science

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Practical Investigation	Half Yearly Examination	Depth Study	Trial Examination
		Date	Term 4, Week 8	Term 1, Week 9	Term 2, Weeks 7	Term 3, Weeks 1-2
		Outcomes	11/12-1, 11/12-3, 11/12-5, 12-12	11/12-2, 11/12-4, 11/12-5, 12-12, 12-13	11/12-1, 11/12-5 - 11/12-7, 12-14	11/12-2, 11/12-4 – 11/12-6, 12-12 – 12-14
<i>Knowledge and understanding</i>	40		5	10	5	20
<i>Skills in working scientifically</i>	60		20	10	20	10
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>INS11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation	✓		✓	
<b>INS11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information				✓
<b>INS11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information	✓	✓		
<b>INS11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media		✓		✓
<b>INS11/12-5</b>	Analyses and evaluates primary and secondary data and information	✓	✓	✓	✓
<b>INS11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			✓	✓
<b>INS11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			✓	
<b>INS12-12</b>	Develops and evaluates the process of undertaking scientific investigations	✓	✓		✓
<b>INS12-13</b>	Develop knowledge and understanding of contemporary issues involving science		✓		✓
<b>INS12-14</b>	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis			✓	✓
<b>INS12-15</b>	Evaluates the implications of ethical, social, economic and political influences on science				



# Legal Studies

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Human Rights – Topic Test	Crime – synopsis and Topic Test	Family – essay	Trial Examination
		Date	Term 4, Week 8	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	2, 5	4, 8, 9	7, 10	1, 3, 6
<i>Knowledge and understanding of course content</i>	40		10	10	10	10
<i>Analysis and evaluation</i>	20			5	5	10
<i>Inquiry and research</i>	20		5	10	5	
<i>Communication of legal information, issues and ideas in appropriate forms</i>	20		5	5		10
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>50</b>	<b>20</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1	Identifies and applies legal concepts and terminology				✓
H2	Describes and explains key features of and the relationship between Australian and international law	✓			
H3	Analyses the operation of domestic and international legal systems				✓
H4	Evaluates the effectiveness of the legal system in addressing issues		✓		
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change	✓			
H6	Assesses the nature of the interrelationship between the legal system and society				✓
H7	Evaluates the effectiveness of the law in achieving justice			✓	
H8	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents		✓		
H9	Communicates legal information using well-structured and logical arguments		✓		
H10	Analyses differing perspectives and interpretations of legal information and issues			✓	

# Mathematics Advanced

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Topic Test	Topic Test	Past Paper Test	Trial Examination
		Date	Term 4, Weeks 7-8	Term 1, Weeks 7-8	Term 2, Week 5-7	Term 3, Weeks 1-2
		Outcomes	12-3, 12-6, 12-10	12-7 – 12-10	12-1, 12-3, 12-5 – 12-8, 12-10 11-1 – 11-10*	12-1 – 12-8, 12-10 11-1 – 11-10*
<i>Understanding, Fluency and Communication</i>	50		13	10	12	15
<i>Problem Solving, Reasoning and Justification</i>	50		12	10	13	15
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## Outcomes

		Task 1	Task 2	Task 3	Task 4
<b>MA12-1</b>	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts			✓	✓
<b>MA12-2</b>	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques				✓
<b>MA12-3</b>	Applies calculus techniques to model and solve problems	✓		✓	✓
<b>MA12-4</b>	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems				✓
<b>MA12-5</b>	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs			✓	✓
<b>MA12-6</b>	Applies appropriate differentiation methods to solve problems	✓		✓	✓
<b>MA12-7</b>	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems		✓	✓	✓
<b>MA12-8</b>	Solves problems using appropriate statistical processes		✓	✓	✓
<b>MA12-9</b>	Chooses and used appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use		✓		
<b>MA12-10</b>	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context	✓	✓	✓	✓

\*Year 11 outcomes may be included. Trial Examination will replicate the timing and structure of the HSC Examination

# Mathematics Extension 1

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Topic Test	Topic Test	Past Paper Test	Trial Examination
		Date	Term 4, Weeks 7-8	Term 1, Weeks 7-8	Term 2, Week 5-7	Term 3, Weeks 1-2
		Outcomes	12-1 – 12-3, 12-7	12-2, 12-3, 12-6, 12-7	12-1 – 12-4, 12-7 11-1 – 11-7*	12-1 – 12-5, 12-7 11-1 – 11-7*
<i>Understanding, Fluency and Communication</i>	50		13	10	12	15
<i>Problem Solving, Reasoning and Justification</i>	50		12	10	13	15
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>ME12-1</b>	Applies techniques involving proof or calculus to model and solve problems	✓		✓	✓
<b>ME12-2</b>	Applies concepts and techniques involving vectors and projectiles to solve problems	✓	✓	✓	✓
<b>ME12-3</b>	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations	✓	✓	✓	✓
<b>ME12-4</b>	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution			✓	✓
<b>ME12-5</b>	Applies appropriate statistical processes to present, analyse and interpret data				✓
<b>ME12-6</b>	Chooses and uses appropriate technology to solve problems in a range of contexts		✓		
<b>ME12-7</b>	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms	✓	✓	✓	✓

\*Year 11 outcomes may be included. Trial Examination will replicate the timing and structure of the HSC Examination

## Mathematics Extension 2

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Past Paper Test	Topic Test	Topic Test	Trial Examination
		Date	Term 4, Weeks 8-10	Term 1, Weeks 8-9	Term 2, Week 5-7	Term 3, Weeks 1-2
		Outcomes	12-1, 12-4, 12-7, 12-8	12-1, 12-2, 12-7, 12-8	12-1 - 12-3, 12-5	12-1 – 12-8
<i>Understanding, Fluency and Communication</i>	50		12	10	13	15
<i>Problem Solving, Reasoning and Justification</i>	50		13	10	12	15
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>MEX12-1</b>	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts	✓	✓	✓	✓
<b>MEX12-2</b>	Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings		✓	✓	✓
<b>MEX12-3</b>	Uses vectors to model and solve problems in two and three dimensions			✓	✓
<b>MEX12-4</b>	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems	✓			✓
<b>MEX12-5</b>	Applies techniques of integration to structured and unstructured problems			✓	✓
<b>MEX12-6</b>	Uses mechanics to model and solve practical problems				✓
<b>MEX12-7</b>	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems	✓	✓		✓
<b>MEX12-8</b>	Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument	✓	✓		✓

# Mathematics Standard 1

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Topic Test	Topic Test	Past Paper Test	Trial Examination
		Date	Term 4, Week 9	Term 1, Week 8-9	Term 2, Week 6-7	Term 3, Weeks 1-2
		Outcomes	12-1, 12-6, 12-10	12-8, 12-9, 12-10	12-1, 12-4 – 12-6, 12-8, 12-10 11-1 – 11-10*	12-1 – 12-8, 12-10 11-1 – 11-10*
<i>Understanding, Fluency and Communication</i>	50		13	10	12	15
<i>Problem Solving, Reasoning and Justification</i>	50		12	10	13	15
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## Outcomes

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>MS1-12-1</b>	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts	✓		✓	✓
<b>MS1-12-2</b>	Analyses representations of data in order to make predictions and draw conclusions				✓
<b>MS1-12-3</b>	Interprets the results of measurements and calculations and makes judgements about their reasonableness				✓
<b>MS1-12-4</b>	Analyses simple two-dimensional and three-dimensional models to solve practical problems			✓	✓
<b>MS1-12-5</b>	Makes informed decisions about financial situations likely to be encountered post-school			✓	✓
<b>MS1-12-6</b>	Represents the relationships between changing quantities in algebraic and graphical forms	✓		✓	✓
<b>MS1-12-7</b>	Solves problems requiring statistical processes				✓
<b>MS1-12-8</b>	Applies network techniques to solve network problems		✓	✓	✓
<b>MS1-12-9</b>	Chooses and uses appropriate technology effectively and recognises appropriate times for such use		✓		
<b>MS1-12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others	✓	✓	✓	✓

\*Year 11 outcomes may be included. Trial Examination will replicate the timing and structure of the HSC Examination

## Mathematics Standard 2

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Topic Test	Topic Test	Past Paper Test	Trial Examination
		Date	Term 4, Week 9	Term 1, Week 8-9	Term 2, Week 6-7	Term 3, Weeks 1-2
		Outcomes	12-1, 12-6, 12-10 11-8	12-3, 12-4, 12-8 – 12-10	12-1, 12-4 – 12-6, 12-8, 12-10 11-1 – 11-10*	12-1 – 12-8, 12-10 11-1 – 11-10*
<i>Understanding, Fluency and Communication</i>	50		13	10	12	15
<i>Problem Solving, Reasoning and Justification</i>	50		12	10	13	15
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>MS2-12-1</b>	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts	✓		✓	✓
<b>MS2-12-2</b>	Analyses representations of data in order to make inferences, predictions and draw conclusions				✓
<b>MS2-12-3</b>	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate		✓		✓
<b>MS2-12-4</b>	Analyses simple two-dimensional and three-dimensional models to solve practical problems		✓	✓	✓
<b>MS2-12-5</b>	Makes informed decisions about financial situations, including annuities and loan repayments			✓	✓
<b>MS2-12-6</b>	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms	✓		✓	✓
<b>MS2-12-7</b>	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data				✓
<b>MS2-12-8</b>	Solves problems using networks to model decision-making in practical problems		✓	✓	✓
<b>MS2-12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use		✓		
<b>MS2-12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response	✓	✓	✓	✓

\*Year 11 outcomes may be included. Trial Examination will replicate the timing and structure of the HSC Examination

## Modern History

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Power and Authority Source Analysis and Extended Response	National Study – Russia and the Soviet Union: Historical Analysis	Peace and Conflict – Conflict in Europe: Oral Presentation	Trial Examination
		Date	Term 4, Week 7	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	12-4, 12-6	12-1, 12-3, 12-8	12-5, 12-9	12-2, 12-3, 12-6, 12-7, 12-9
<i>Knowledge and understanding of course content</i>	40		5	5	10	20
<i>Historical skills in the analysis and evaluation of sources and interpretations</i>	20		5	10		5
<i>Historical inquiry and research</i>	20		5	10	5	
<i>Communication of historical understanding in appropriate forms</i>	20		5	5	5	5
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
12-1	Accounts for the nature of continuity and change in the modern world		✓		
12-2	Proposes arguments about the varying causes and effects of events and developments				✓
12-3	Evaluates the role of historical features, individuals, groups and ideas in shaping the past		✓		✓
12-4	Analyses the different perspectives of individuals and groups in their historical context	✓			
12-5	Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world			✓	
12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument	✓			✓
12-7	Discusses and evaluates differing interpretations and representations of the past				✓
12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources		✓		
12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms			✓	✓

# Music 1

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Presentation/ Submission – Elective 1 and Composition Core <i>Presentation/submission of Performance/Composition/ Viva Voce for Electives 1</i>	Aural Examination and Viva Voce <i>Aural Skills and Presentation of a 10-minute Viva Voce on topic</i>	Performance <i>Performance and submission composition and a log book explaining the process</i>	Elective 2 and 3 Trial Examination <i>Aural Skills Examination Presentation/submission of Performance/Composition/ Viva Voce for Elective 2 and 3</i>
		Date	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 1-2
		Outcomes	1 – 9*	4 – 6, 10, 11	1, 2, 5, 9	1 – 9*
<i>Performance</i>	10			10		
<i>Composition</i>	10	10				
<i>Musicology</i>	10		10			
<i>Aural</i>	25		15		10	
<i>Electives</i>	45	15			30	
<b>TOTAL</b>	<b>100</b>		<b>25</b>	<b>25</b>	<b>10</b>	<b>40</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble		✓	✓	✓
H2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied		✓	✓	✓
H3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied			✓	✓
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles	✓		✓	✓
H5	Critically evaluates and discusses performances and compositions	✓	✓	✓	✓
H6	Critically evaluates and discusses the use of the concepts of music in words presentative of the topics studied and through wide listening	✓		✓	✓
H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied			✓	✓
H8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music			✓	✓
H9	Performs as a means of self-expression and communication		✓	✓	✓
H10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities	✓			
H11	Demonstrates a willingness to accept and use constructive criticism	✓			

\*Teachers will select appropriate outcomes based on Elective options selected by each student.



## Personal Development, Health and Physical Education (PDHPE)

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Report – Sports Medicine	Critical Analysis – Core 1	Written Report – Core 2	Trial Examination
		Date	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	7, 8, 16, 17	1 – 3, 5, 14, 15	7, 8, 16, 17	1 – 5, 7, 8, 10, 11, 14 – 17
<i>Knowledge and understanding of course content</i>	40		5	10	10	15
<i>Skills in critical thinking, research, analysing and communicating</i>	60		15	15	15	15
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

### Outcomes

		Task 1	Task 2	Task 3	Task 4
H1	Describes the nature, and justifies the choice, of Australia's health priorities		✓		✓
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk		✓		✓
H3	Analyses the determinants of health and health inequities		✓		✓
H4	Argues the case for the new public health approach to health promotion				✓
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities		✓		✓
H6	Demonstrates a range of personal health risks that enables them to promote and maintain health (Option 1)				
H7	Explains the relationships between physiology and movement potential	✓		✓	✓
H8	Performance and safety in physical activity	✓		✓	✓
H9	Explains how movement skill is acquired and appraised				
H10	Designs and implements training plans to improve performance				✓
H11	Designs psychological strategies and nutritional plans in response to individual performance needs				✓
H12	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)				
H13	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)				
H14	Argues the benefits of health-promoting actions and choices that promote social justice		✓		✓
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all		✓		✓
H16	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts	✓		✓	✓
H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation	✓		✓	✓

# Photography, Video and Digital Imaging

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Case Study/Portfolio	Portfolio	Trial Examination	Individual Project
		Date	Term 1, Week 2	Term 2, Week 3	Term 3, Weeks 1-2	Term 3, Week 5
		Outcomes	M2, M6, CH2 – CH5	M1 – M4	CH1, CH2, CH4	M1, M4, M5
<i>Art Making</i>	70		20	25		25
<i>Critical and Historical Study</i>	30		10		15	5
<b>TOTAL</b>	<b>100</b>		<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice		✓		✓
<b>M2</b>	Explores concepts of artist/photographer, still and moving works, interpretations of the worlds and audience response, in their making of still and/or moving works	✓	✓		
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images		✓		
<b>M4</b>	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images		✓		✓
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images				✓
<b>M6</b>	Takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital images	✓			
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging			✓	
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations	✓		✓	
<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies	✓			
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging	✓		✓	
<b>CH5</b>	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production	✓			

# Physics

## Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Depth Study	Half Yearly Examination	First-Hand Investigation	Trial Examination
		Date	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	11/12-1 - 12-3, 11/12-5, 12-7, 12- 12	11/12-6, 11/12-7, 12 -12, 12-13	11/12-4,11/12-7, 12-14	11/12-4,11/12-7, 12-12,12-15
<i>Knowledge and understanding</i>	40		5	10	5	20
<i>Skills in working scientifically</i>	60		15	10	15	20
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation	✓			
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	✓			
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	✓			
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			✓	✓
PH11/12-5	Analyses and evaluates primary and secondary data and information	✓			
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		✓		
PH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose	✓	✓	✓	✓
PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles	✓	✓		✓
PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively		✓		
PH12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories in physics and the contemporary world			✓	
PH12-15	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model				✓

## Software Design and Development (SDD)

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Software Case Study	Algorithm Task	Major Project	Trial Examination
		Date	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	4.3, 6.3, 6.4	1.2, 4.2, 4.3	3.2, 4.3 – 5.3, 6.2	1.1 – 3.1, 4.1, 4.2, 5.2, 6.1
<i>Knowledge and understanding of course content</i>	50		10	10	15	20
<i>Knowledge and skills in the design and development of software solutions</i>	50		10	10	15	10
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

### Outcomes

		Task 1	Task 2	Task 3	Task 4
H1.1	Explains the interrelationship between hardware and software				✓
H1.2	Differentiates between various methods used to construct software solutions		✓		✓
H1.3	Describes how the major components of a computer system store and manipulate data				✓
H2.1	Explains the implications of the development of different languages				✓
H2.2	Explains the interrelationship between emerging technologies and software development				✓
H3.1	Identifies and evaluates legal, social and ethical issues in a number of contexts				✓
H3.2	Constructs software solutions that address legal, social and ethical issues			✓	
H4.1	Identifies needs to which software solutions are appropriate				✓
H4.2	Applies appropriate development methods to solve software problems		✓		✓
H4.3	Applies a modular approach to implement well structured software solutions and evaluates their effectiveness	✓	✓	✓	
H5.1	Applies project management techniques to maximise the productivity of the software development			✓	
H5.2	Creates and justifies the need for the various types of documentation required for a software solution			✓	✓
H5.3	Selects and applies appropriate software to facilitate the design and development of software solutions			✓	
H6.1	Assesses the skills required in the software development cycle				✓
H6.2	Communicates the processes involved in a software solution to an inexperienced user			✓	
H6.3	Uses and describes a collaborative approach during the software development cycle	✓			
H6.4	Develops and evaluates effective user interfaces, in consultation with appropriate people	✓			

## Sport, Lifestyle and Recreation (SLR)

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Coaching Task	Games and Sports Applications Task	Practical and Student Coursework	Trial Examination
		Date	Term 1, Week 6	Term 2, Week 5	Ongoing	Term 3, Weeks 1-2
		Outcomes	2.1, 3.2, 3.4, 4.1, 4.2	1.1, 2.1, 3.1, 3.2	1.1, 1.3, 2.1 – 2.3, 3.1, 4.1, 4.2, 4.4	1.2, 1.5, 2.1, 3.5, 4.3
<i>Knowledge and understanding of course content</i>	40		5	10	15	10
<i>Skills in critical thinking, research, analysis, communicating and practical application</i>	60		15	10	25	10
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>

### Outcomes

		Task 1	Task 2	Task 3	Task 4
H1.1	Applies the rules and conventions that relate to participation in a range of physical activities		✓	✓	
H1.2	Explains the relationship between physical activity, fitness and healthy lifestyle				✓
H1.3	Demonstrates ways to enhance safety in physical activity			✓	
H1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia				
H1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status				✓
H1.6	Describes administrative procedures that support successful performance outcomes				
H2.1	Explains the principles of skill development and training	✓	✓	✓	✓
H2.2	Analyses the fitness requirements of specific activities			✓	
H2.3	Selects and participates in physical activities that meet individual needs, interests and abilities			✓	
H2.4	Describes how societal influences impact on the nature of sport in Australia				
H2.5	Describes the relationship between anatomy, physiology and performance				
H3.1	Selects appropriate strategies and tactics for success in a range of movement context		✓	✓	
H3.2	Designs programs that respond to performance needs	✓	✓		
H3.3	Measures and evaluates physical performance capacity				
H3.4	Composes, performs and appraises movement	✓			
H3.5	Analyses personal health practices				✓
H3.6	Assesses and responds appropriately to emergency care situations				

SLR outcomes continued on following page.

## Sport, Lifestyle and Recreation (SLR) (continued)

SLR outcomes continued from previous page.

Outcomes		Task 1	Task 2	Task 3	Task 4
H3.7	Analyses the impact of professionalism in sport				
H4.1	Plans strategies to achieve performance goal	✓		✓	
H4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context	✓		✓	
H4.3	Makes strategic plans to overcome the barriers to personal and community health				✓
H4.4	Demonstrates competence and confidence in movement contexts			✓	
H4.5	Recognises the skills and abilities to adopt roles that support health, safety and physical activity				

## Society and Culture

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	PIP Proposal	PIP Communication Task	Pop culture research and written responses	Trial Examination
		Date	Term 4, Week 7	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	1, 4	6, 8	3, 7, 10	5, 9
<i>Knowledge and understanding of course content</i>	50			15	10	25
<i>Application and evaluation of social and cultural research method</i>	30		10	10	10	
<i>Communication of information, ideas and issues in appropriate forms</i>	20		5		10	5
<b>TOTAL</b>	<b>100</b>		<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1	Evaluates and effectively applies social and cultural concepts	✓			
H2	Explains the development of personal, social and cultural identity				
H3	Analyses the development of personal, social and cultural identity			✓	
H4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy	✓			
H5	Analyses continuity and change and their influence on personal and social futures				✓
H6	Evaluates social and cultural research methods for appropriateness to specific research tasks		✓		
H7	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias			✓	
H8	Uses planning and review strategies to conduct ethical, social and cultural research that is appropriate for tasks ranging from the simple to the complex		✓		
H9	Applies complex course language and concepts appropriate for a range of audiences and contexts				✓
H10	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms			✓	

## Studies of Religion II

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Religious Expression in Australia - Report	Significant People and Ideas in Christianity – In-Class Response	Islam and Peace-Media Portfolio	Trial Examination
		Date	Term 4, Week 6	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 1-2
		Outcomes	H3	H4, H9	H2, H6, H7	H1, H5, H8
<i>Knowledge and understanding of course content</i>	40		10	10	20	
<i>Source-based skills</i>	20		10	10		
<i>Investigation and research</i>	20		10	10		
<i>Communication of information, ideas and issues in appropriate forms</i>	20		5	5	10	
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
H1	Explains aspects of religion and belief systems				✓
H2	Describes and analyses the influence of religion and belief systems on individuals and society			✓	
H3	Examines the influence and expression of religion and belief systems in Australia	✓			
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents		✓		
H5	Evaluates the influence of religious traditions in the life of adherents				✓
H6	Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias			✓	
H7	Conducts effective research about religion and evaluates the findings from the research			✓	
H8	Applies appropriate terminology and concepts relates to religion and belief systems				✓
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms		✓		



## Visual Arts

### Assessment Schedule

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	VAPD/Artist Profile	Development of the Body of Work	Body of Work and Essay	Trial Examination and BOW
		Date	Term 1, Week 2	Term 1, Week 11	Term 2, Week 7	Term 3, Weeks 1-2
		Outcomes	1, 2, 4, 7	1, 2, 4	2 – 4, 6, 10	5 – 10
<i>Artmaking</i>	50		10	10	15	15
<i>Art criticism and art theory</i>	50		10		15	25
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

Outcomes		Task 1	Task 2	Task 3	Task 4
<b>H1</b>	Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions	✓	✓		
<b>H2</b>	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work	✓	✓	✓	
<b>H3</b>	Demonstrates an understanding of the frames when working independently in the making of art			✓	
<b>H4</b>	Selects and develops subjects matter and forms in particular ways as representations in art making	✓	✓	✓	
<b>H5</b>	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				✓
<b>H6</b>	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work			✓	✓
<b>H7</b>	Applies their understanding of practice in art criticism and art history	✓			✓
<b>H8</b>	Applies their understanding of the relationships among the artist, artwork, world and audience				✓
<b>H9</b>	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art				✓
<b>H10</b>	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts			✓	✓

## Vocational Education and Training (VET) courses

### ***Industry Curriculum Frameworks (VET Courses)***

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed training packages. They specify the range of industry-developed units of competency from the relevant training packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

### ***Vocational Education and Training (VET) in the NSW HSC***

#### The National Context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that applies nationally and is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed training packages. The AQTF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

#### Determination of VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed training packages. These qualifications are determined by the qualification rules for each training package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility.

Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfill work placement requirements.

#### Allocation of HSC indicative hours of credit

Units of competency drawn from training packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfill all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfill training package assessment requirements.

## ***VET Hospitality – Industry Curriculum Framework***

### Competency Record

- A competency record may contain information about both units and elements of competency.
- Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies.
- Schools and other RTOs will be required to report to the Office of NESA on units of competency for which students have been assessed as competent.

### Work placement

- Students must complete a minimum of 70 hours of mandatory work placement by the conclusion of their HSC year of study. The time period allocated to the student is not negotiable as it is determined by industry availability.

### The HSC examination:

- is independent of the competency-based assessment requirements for AQF VET qualifications
- is optional for students of Hospitality (240 indicative hours) and is intended for ATAR purposes only
- is a two-hour written paper

### Internal Examinations

Whether or not students intend to sit the optional written HSC examination, they will be required to complete written examinations during the course. As far as possible, internal examinations set for this purpose will reflect the specifications and conditions of the HSC examination.

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
		Week	Week	Week	Week	Week
		Term 4	Term 5	Term 7	Term	Term
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	X				
SITHFAB024	Prepare and serve non-alcoholic beverages		X			
SITHFAB025	Prepare and serve espresso coffee		X			
SITHFAB027	Serve food and beverages		X			
BSBTWK201	Work effectively with others			X		
SITHIND007	Use hospitality skills effectively			X		

Depending on the achievement of units of competency, the possible qualification outcome is SIT20322 Certificate II in Hospitality

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

# Assessment Schedule Calendar

Term 4, 2021

<b>WEEK</b>	<b><i>Monday</i></b>	<b><i>Tuesday</i></b>	<b><i>Wednesday</i></b>	<b><i>Thursday</i></b>	<b><i>Friday</i></b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					

**Term 1, 2022**

<b>WEEK</b>	<b><i>Monday</i></b>	<b><i>Tuesday</i></b>	<b><i>Wednesday</i></b>	<b><i>Thursday</i></b>	<b><i>Friday</i></b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					

**Term 2, 2022**

<b>WEEK</b>	<b><i>Monday</i></b>	<b><i>Tuesday</i></b>	<b><i>Wednesday</i></b>	<b><i>Thursday</i></b>	<b><i>Friday</i></b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					

**Term 3, 2022**

<b>WEEK</b>	<b><i>Monday</i></b>	<b><i>Tuesday</i></b>	<b><i>Wednesday</i></b>	<b><i>Thursday</i></b>	<b><i>Friday</i></b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
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<b>9</b>					
<b>10</b>					